LEARNING OBJECTIVES

1. Recognize the difference among an action, linking, helping, and conditional verb
2. Differentiate the twelve types of verb tenses
3. Analyze if the verb is used correctly in a sentence
4. Choose correct verbs when writing sentences
**VERBS**

A verb consists of a word or group of words that describes either an action or a state of being. Verbs are essential for a complete sentence. A “sentence” without a verb is a sentence fragment. In addition to having a sentence fragment, if writers omit the verb from their writing, their readers are left not knowing what action or state of being the writers are trying to convey. While having a verb is essential for a sentence, using the most accurate verb in a sentence provides a powerful impact to writing.

**Action Verbs**

An action verb describes something occurring, being done, or experienced. Often, what is being done is an action: the subject is running, laughing, singing. An action verb can also describe an emotion or feeling being experienced: hate, love, need.

**EXAMPLES**

1. Brad Smith, Antoine, and their fraternity brothers gave a party at the fraternity house.
2. Sheila Kowalski, Carolyn Jackson, and Ana Garcia loved going to these parties.
3. They hated parties where people behaved badly, and no one at these parties acted stupidly.
4. They felt that the food and drink at these parties tasted good.
5. They never saw a fight at these parties.
UNIT 2

Linking verbs, also called “state of being” verbs, indicate something about the subject. They are used to describe something about the subject of that verb. They are called state of being verbs because they do not describe an action; they describe the subject of the sentence. There are various ways to determine whether a verb is a linking verb or an action verb. If you can say that the subject is $X$, or seems $X$, or $= X$, then the verb is a linking verb.

For example, “The stove was new.” “The partygoers were fine.” These examples are simple. We can say that the stove was new or stove equals new. Similarly, partygoers equals fine. The word “new” describes the stove and the word fine describes the partygoers.

Nonetheless, we know that “felt” also can be an action verb: “Antoine felt the heat of the fire.” Clearly, Antoine is not heat, nor does he equal heat or seem like heat. Rather, he was performing an action, perceiving the heat of the fire. Therefore, “felt” is an action verb, not a linking verb, in this context.

There are a number of verbs that function as both action and linking verbs. These include “appear” (The lawyer appeared interested in the explosion; the paramedics appeared at the door while they were talking) and “stay” (Antoine stayed calm; the paramedics stayed on the scene until they examined everyone). Frequently, verbs having to do with the senses serve as either action verbs or linking verbs: these include smell, taste, look, and feel. We have already discussed “feel” in its past tense, felt. Examples of the other words are: Carolyn smelled the fire before she saw it; it smelled acrid. Everything tasted smoky; Sheila tasted smoke.

EXERCISE

Underline the action verbs in these paragraphs.

Because they had never seen a problem at these parties, everyone was surprised when suddenly the stove in the kitchen exploded. The house quickly caught fire, but everyone escaped with no more than minor injuries. Nonetheless, the men who lived in the fraternity house lost all their possessions, including computers, clothing, books, and ongoing school work.

“I couldn’t save even my thumb drive,” Brad thought as he stood with his arm around his girlfriend, Ana, as they shivered in the snow while watching the firemen fight the fire.

No one had had time to get a coat, and they were all in shock as they stood across the street from the fraternity house, which now was completely engulfed in flames. People who lived in the houses on the street invited the partygoers into their homes and offered them warm tea. Brad and his girlfriend Ana, along with his fraternity brother, Antoine, were in the home of one neighbor, who was a lawyer. He told them that the fire chief would perform an investigation into the fire to rule out arson or foul play. They mentioned that they had been standing a couple of rooms away but within sight of the stove and had seen it suddenly explode, even though it was not turned on and probably had not been used all day. The neighbor asked them when and where they had bought the stove, and they remembered that they had bought it six months earlier. They remarked that it was not used much, because the guys usually ordered pizza or bought fast food.

Linking Verbs

Linking verbs, also called “state of being” verbs, indicate something about the subject. They are used to describe something about the subject of that verb. They are called state of being verbs because they do not describe an action; they describe the subject of the sentence. There are various ways to determine whether a verb is a linking verb or an action verb. If you can say that the subject is $X$, or seems $X$, or $= X$, then the verb is a linking verb.

For example, “The stove was new.” “The partygoers were fine.” These examples are simple. We can say that the stove was new or stove equals new. Similarly, partygoers equals fine. The word “new” describes the stove and the word fine describes the partygoers.

Recognizing linking verbs is not always so simple, however. Consider the following: Brad felt scared when he saw the stove explode.” “Brad felt scared . . .” We can say that Brad was scared, or Brad seemed scared, or that Brad equaled scared. The adjective “scared” describes Brad; Brad $= $ scared. In this context, scared is a linking verb.

Nonetheless, we know that “felt” also can be an action verb: “Antoine felt the heat of the fire.” Clearly, Antoine is not heat, nor does he equal heat or seem like heat. Rather, he was performing an action, perceiving the heat of the fire. Therefore, “felt” is an action verb, not a linking verb, in this context.

There are a number of verbs that function as both action and linking verbs. These include “appear” (The lawyer appeared interested in the explosion; the paramedics appeared at the door while they were talking) and “stay” (Antoine stayed calm; the paramedics stayed on the scene until they examined everyone). Frequently, verbs having to do with the senses serve as either action verbs or linking verbs: these include smell, taste, look, and feel. We have already discussed “feel” in its past tense, felt. Examples of the other words are: Carolyn smelled the fire before she saw it; it smelled acrid. Everything tasted smoky; Sheila tasted smoke.
whenever she ate for the next week. The charred remains of the fraternity house looked pathetic; Antoine looked at the scene of the fire.

There are a number of other verbs that can be action or linking verbs. By using the test described previously, however, you will be able to discern which type of verb they are. The test is repeated below for the reader’s convenience.

If you can say that the subject is \( X \), or the subject seems \( X \), or the subject = \( X \), then the verb is a linking verb.

### Examples

1. The fraternity brothers were homeless, but they stayed with friends and family.
2. They felt lucky, though, because everyone was kind. The day after the fire, the fire chief felt the ashes to make sure they were cold.
3. The fire chief thought the fire looked suspicious when he looked through the scene with the fire investigator.
4. The fire chief and the investigator became alert when they saw what remained of the stove.
5. The stove became a solid melted piece. The gas line connecting to the stove appeared unusual.
6. Antoine’s version of the explosion sounded consistent with the evidence they were seeing.
7. Although the gas company had turned off the gas line, they still smelled its lingering odor; it smelled faint under the smoky smell, but was detectable.
8. The investigator stayed on the scene for several hours; he stayed alert to any clues regarding the cause of the fire.
9. The investigator's trained dog smelled the ruins of the house. The different areas of the burned building smelled interesting to the dog.
10. After the dog appeared on the scene, the fire chief left the scene. The police appeared interested in the dog’s responses.

The Tables U2.1–Table U2.4. below shows most of the linking verbs and provides an example of how each is used in a sentence.

### Table U2.1: Common Linking Verbs

<table>
<thead>
<tr>
<th>Common Linking Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>I am tired.</td>
</tr>
<tr>
<td>appear</td>
<td>You appear angry.</td>
</tr>
<tr>
<td>are</td>
<td>We are upset.</td>
</tr>
<tr>
<td>be</td>
<td>The investigation will be ongoing.</td>
</tr>
<tr>
<td>become</td>
<td>The site of the house will become a park.</td>
</tr>
<tr>
<td>can be</td>
<td>It can be beautiful.</td>
</tr>
<tr>
<td>could be</td>
<td>The investigation could be long.</td>
</tr>
</tbody>
</table>

(continued)
### Table U2.2: Other Combinations of Linking Verbs

<table>
<thead>
<tr>
<th>Other Combinations of Linking Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>could have become</td>
<td>It could have become a problem if arson were involved.</td>
</tr>
<tr>
<td>had seemed</td>
<td>Arson had seemed likely to the investigator.</td>
</tr>
<tr>
<td>has become</td>
<td>Now he has become certain it was a gas explosion.</td>
</tr>
<tr>
<td>have appeared</td>
<td>The fraternity brothers have appeared to be honest.</td>
</tr>
<tr>
<td>should have appeared</td>
<td>If guilty of arson, they should have appeared tenser.</td>
</tr>
<tr>
<td>should have been</td>
<td>The investigation shall have been ongoing for a month.</td>
</tr>
<tr>
<td>would be</td>
<td>That would be a sad anniversary.</td>
</tr>
</tbody>
</table>

### Table U2.3: Sensory Linking Verbs

<table>
<thead>
<tr>
<th>Sensory Linking Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>feel</td>
<td>The attorney feels paternal toward Brad and Antoine.</td>
</tr>
<tr>
<td>look</td>
<td>They look so young to him.</td>
</tr>
<tr>
<td>smell</td>
<td>The neighborhood still smells smoky on certain days.</td>
</tr>
<tr>
<td>sound</td>
<td>The explosion sounded frightening.</td>
</tr>
<tr>
<td>taste</td>
<td>The cookies taste like smoke.</td>
</tr>
</tbody>
</table>

### Table U2.4: Less Common Linking Verbs

<table>
<thead>
<tr>
<th>Less Common Linking Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td>Brad grew tired of sleeping on a couch.</td>
</tr>
<tr>
<td>prove</td>
<td>Being homeless proved very stressful.</td>
</tr>
<tr>
<td>remain</td>
<td>Still, he remained grateful to be alive.</td>
</tr>
<tr>
<td>stay</td>
<td>He hoped he stayed appreciative for his luck.</td>
</tr>
</tbody>
</table>
Helping verbs

A helping verb is an additional verb that “helps” place the main verb in time. The helping verb determines the tense – past, present, or future – of the main verb. We will discuss verb tenses shortly.

What causes confusion for students is that the same words act as linking verbs and as helping verbs. In order to determine whether a word is acting as a helping verb or a linking verb, therefore, you must examine what function it is serving in the sentence.

When we looked at Table U2.5. for combinations of linking verbs, we saw several verbs acting as helping verbs for the main verb of the sentence.

Table U2.5: Helping Verbs Acting as Main Verbs

<table>
<thead>
<tr>
<th>Helping Verbs Acting as Main Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>could have become</td>
<td>It could have become a problem if arson was involved.</td>
</tr>
<tr>
<td>had seemed</td>
<td>Arson had seemed likely to the investigator.</td>
</tr>
<tr>
<td>has become</td>
<td>He has become certain it was a gas explosion.</td>
</tr>
<tr>
<td>have appeared</td>
<td>The fraternity brothers have appeared cooperative.</td>
</tr>
<tr>
<td>should have appeared</td>
<td>If guilty of arson, they should have appeared tenser.</td>
</tr>
<tr>
<td>should have been</td>
<td>The stove should have been safe.</td>
</tr>
</tbody>
</table>

Examples

1. “This experience will be interesting,” Brad thought after the first visit with the attorney.
   The verb “will” places the action in the future.
2. He was surprised he had been so comfortable in the attorney’s office.
   The verb “was” places his feeling in the past, and the verb “had” places his feeling comfortable prior to his feeling surprised. The verb ‘had’ is a helping verb placing the event in time.

3. He has gained a new respect for the paralegal as well as the attorney.
   The verb “has” places his action in the present.

4. He and Antoine have gained a new view on life.
   Again, the verb “have,” the plural of “has,” also puts the action in the present.

5. They both could have become crippled in the explosion.
   Here, the main verb is “become.” The verbs “could” and “have” are helping verbs. They place the action in a nonexistent future, a future that will not occur. Note that in this sentence “become” is a linking verb. Helping verbs are used with both action and linking verbs. The word ‘could’ is conditional tense, which we address later in this chapter.

6. Brad has been studying business throughout college.
   The verbs “has” and “been” place the action not only in the past, but also in the present. His studies are ongoing, and have gone on for a long time.

7. He will change his major to law after he finishes this semester.
   The verb “will” places the action in the future. The verb “finishes” is in the present and needs no helping verb. (Some present tense verbs do use helping verbs, as in the previous example.)

8. He had been uninterested in the law before, but he has become fascinated by it now.
   The helping verb “had” in the first clause places the state of being in the remote past. The helping verb “has” in the second clause places the action in the present and indicates that it is occurring in the present.

9. Brad believes his business studies will not have been wasted, because he will use them in the law.
   The helping verb “will” places his use of his business studies in the future.

10. He has become excited about his future.
    The helping verbs “has” places the action in the present.

Table U2.6. below presents the common helping verbs and provides an example of each one. Note that most of these verbs can also serve as linking verbs.

Table U2.6: Helping Verbs

<table>
<thead>
<tr>
<th>Helping Verbs</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>“I am hoping to find a paralegal as good as that one,” Brad thought.</td>
</tr>
<tr>
<td>are</td>
<td>Good paralegals are going to be in high demand.</td>
</tr>
<tr>
<td>be</td>
<td>I will be relying a lot on the paralegal.</td>
</tr>
<tr>
<td>been</td>
<td>Brad had been observing the paralegal students at his college.</td>
</tr>
<tr>
<td>being</td>
<td>Of course they did not know they were being assessed.</td>
</tr>
<tr>
<td>can</td>
<td>“I can succeed with an efficient paralegal,” Brad knew.</td>
</tr>
<tr>
<td>could</td>
<td>He needed someone he could rely on.</td>
</tr>
<tr>
<td>did</td>
<td>He did not want someone disorganized.</td>
</tr>
<tr>
<td>do</td>
<td>“I do need to rely on a good paralegal,” he thought.</td>
</tr>
<tr>
<td>does</td>
<td>“It does help to have seen the paralegal in this case,” he thought.</td>
</tr>
</tbody>
</table>
Verbs

35

U-2

schedule," she thought. "if they can demonstrate an ability to manage a tickler list as well as a calendar, they might meet my expectations." she decided that she could begin assessing organizational skills by asking the applicants how they kept their own schedules. "If I am impressed with the way they keep their schedules, it may show that they would be able to keep an office's schedule," she reasoned.

"But they also will have to be able to write well," she thought suddenly. "I cannot rely on their cover letter or their resume to demonstrate how well they write, because someone else could have helped them draft those. I will have to give a writing test so that I can tell how well they are able to write. I do not think that I am being too meticulous," she thought. "It is expensive to hire employees, and I cannot afford to waste any time by hiring the wrong one."

Exercise

Identify each helping verb by underlining it in the following paragraphs.

The attorney representing them in their lawsuit was Ms. Christine Walker. She had practiced law for twenty years, and she had become even more practical after two decades of practicing law than she had been before starting her career. Her first paralegal had been a pleasant and presentable woman, but she had become more of a burden than a help. Ms. Walker might have kept her on if she could have learned the things Ms. Walker had tried to teach her. Unfortunately, she had remained stubbornly entrenched in her own way of doing things. "Being flexible must be an essential trait for a paralegal," Ms. Walker realized. "I might have to change the way I interview prospective employees," she decided.

"I will test how organized they are by asking them about how they would manage an office schedule," she thought. "If they can demonstrate an ability to manage a tickler list as well as a calendar, they might meet my expectations." She decided that she could begin assessing organizational skills by asking the applicants how they kept their own schedules. "If I am impressed with the way they keep their schedules, it may show that they would be able to keep an office's schedule," she reasoned.

"But they also will have to be able to write well," she thought suddenly. "I cannot rely on their cover letter or their resume to demonstrate how well they write, because someone else could have helped them draft those. I will have to give a writing test so that I can tell how well they are able to write. I do not think that I am being too meticulous," she thought. "It is expensive to hire employees, and I cannot afford to waste any time by hiring the wrong one."

Differences between the Linking Verb and Helping Verb

Although the same words serve as both linking verbs and helping verbs, you can tell which "role the word is playing" by analyzing its use in the sentence. Does the verb help to place an action or situation in time? If it is combined with another verb, and the other verb is performing the action or describing the state of being, then it is a helping verb. On the other hand, if the verb is not associated with an action verb, and if the verb is helping to describe or complete its subject, then it is a linking verb.
Most often helping verbs serve to place an action in time. Take, for example, the verb “was.” If the word is combined with another verb that is performing the action, it is a helping verb: “The fire inspector was trying to determine the cause of the blaze.” Here, the word “was” places the fire inspector’s actions in the past.

Helping verbs also work with linking verbs to place the state of being in a point in time. If the word “was” is combined with a linking verb that is describing the subject, and the verb “was” merely places the description in time, it still is a helping verb: “The investigator was feeling frustrated with the case.” The linking verb “feeling” serves to describe how the investigator felt. The helping verb “was” places this situation in the past.

If however, the word “was” is not combined with another verb, and it serves to describe the subject, it is acting as a linking verb: “He was frustrated with the constant interruptions to his train of thought.”

The examples in Table U2.7 below might help you to understand the difference.

<table>
<thead>
<tr>
<th>Linking Verbs</th>
<th>Helping(auxiliary) Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>am</td>
</tr>
<tr>
<td>I am frustrated.</td>
<td>I am going to the Courthouse.</td>
</tr>
<tr>
<td>are</td>
<td>are</td>
</tr>
<tr>
<td>They are late for trial again.</td>
<td>They are running to the Courthouse.</td>
</tr>
<tr>
<td>be</td>
<td>be</td>
</tr>
<tr>
<td>We will be late for trial.</td>
<td>He will be running to get to trial.</td>
</tr>
<tr>
<td>been</td>
<td>been</td>
</tr>
<tr>
<td>She had been sick.</td>
<td>He will have been running to the Courthouse every day this week.</td>
</tr>
<tr>
<td>being</td>
<td>being</td>
</tr>
<tr>
<td>He is being unethical.</td>
<td>His fate is being decided by the jury.</td>
</tr>
<tr>
<td>can</td>
<td>can</td>
</tr>
<tr>
<td>He can be stubborn.</td>
<td>The Judge can sentence him to prison.</td>
</tr>
<tr>
<td>could</td>
<td>could</td>
</tr>
<tr>
<td>He could be angry about it.</td>
<td>His attorney could try to persuade the Judge for mercy.</td>
</tr>
<tr>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>She had been sick all week.</td>
<td>The Judge had asked for her yesterday.</td>
</tr>
<tr>
<td>has</td>
<td>has</td>
</tr>
<tr>
<td>She has been late even when she was well.</td>
<td>The Judge has tried to counsel her regarding tardiness.</td>
</tr>
<tr>
<td>have</td>
<td>have</td>
</tr>
<tr>
<td>Judges have been lenient with her.</td>
<td>They have tolerated her tardiness.</td>
</tr>
<tr>
<td>is</td>
<td>is</td>
</tr>
<tr>
<td>She is in trouble with the Judge.</td>
<td>Now the Judge is planning to sanction her.</td>
</tr>
<tr>
<td>may</td>
<td>may</td>
</tr>
<tr>
<td>She may be sick or not.</td>
<td>The Judge may decide to find her in contempt.</td>
</tr>
<tr>
<td>might</td>
<td>might</td>
</tr>
<tr>
<td>She might be sorry.</td>
<td>The Judge might fine her.</td>
</tr>
<tr>
<td>must</td>
<td>must</td>
</tr>
<tr>
<td>She must be stupid to take these risks.</td>
<td>The Judge must be patient to put up with her tardiness.</td>
</tr>
</tbody>
</table>
Identify each linking verb and helping verb by underlining it in the following paragraph. Use blue pencil or ink for linking verbs and red pencil or ink for action verbs.

The attorney, Ms. Walker, had to decide who might be responsible for the explosion that caused the fire at the fraternity house. She had asked the paralegal to obtain a copy of the fire investigator's report so that she could analyze it and determine who could have been the responsible party. After the paralegal had handed her the report, Ms. Walker studied it closely. She was careful to make a copy of it so that she would be able to make notations on it while still maintaining a clean copy.

The first thing she noticed was the comment that the gas pipe had been damaged in a way that was not consistent with a normal fire. She wondered whether the actual pipe itself could have been defective. Then she wondered who was responsible for the pipe; would it be the gas company or the homeowner? It also occurred to her that it may have been negligence on the part of the person who had installed the original pipe, or it could have been the person who had connected the pipe to the new stove. She asked her paralegal to investigate who had installed the stove and when the gas line itself had been installed. If the gas line had been installed recently, then the installer could be liable. If the gas line had been installed when the house was built 100 years ago, on the other hand, it could have deteriorated. Even if it had been installed incorrectly back then, they would not be able to sue anyone for that now.

Ms. Walker also asked the paralegal to investigate where they had purchased the stove and who had installed it. She knew that if they had bought the stove at a “big box” store, the store would have hired contractors to install it. If it turned out that the installation was faulty, that would mean that the store could not be liable, only the contractor. If the stove itself had been faulty, though, then the manufacturer and possibly the store itself might be liable. She asked the paralegal to investigate the brand of stove and to see if it ever had been recalled. If the stove had been recalled, and the recall had been published, then the store, as well as the manufacturer, could be liable for the damages.

**Verb Tense**

When we discussed helping verbs, we saw how helping verbs can place the action of the main verb in a point in time— in the past, the present, or the future. These are known as the verb tenses: past tense, present tense, and future tense. There is an organized structure to these verb tenses, and each verb tense places the action specifically in time. Some of the verb tenses also can place the action before another action, and some verb tenses may extend the length of the action from the past into the present, or from the present into the future. In nearly every instance, however, the verb tenses use the helping verbs to indicate the time of the action or state of being.

Below is a grid demonstrating each of the verb tenses. As we noted, the three basic tenses are past, present, and future. Each tense indicates the time in which the action or state of being occurs. As a simple example, consider a Judge sitting on the bench.

**EXERCISE**

1. The Judge sits on the bench. This action is happening now, so it is the present tense.
2. The Judge sat on the bench. This action occurred in the past, so the verb is past tense.
3. The Judge will sit on the bench. This action has not happened yet, so it is future tense.

Each of these three tenses can be expressed, moreover, in one of four forms: simple, progressive, perfect, and perfect progressive. Although the concept of past, present, and future is straightforward, how would we indicate that something in the past had occurred before something else in the past? We would use different forms of the past tense. For example, imagine our paralegal who is searching for evidence concerning whether there had been a recall on the stove that exploded. If we wrote the following, it would be correct, but it would not be good writing:

**EXAMPLES**

The paralegal searched for hours. She searched the Internet and the library. At first she could not find anything. Finally she asked a sales associate at the appliance store who informed her of a recall of the brand and model of stove that had exploded.

Although this is grammatically correct, it is tedious. We know that the paralegal had searched at the library and on the Internet prior to asking someone at the hardware store. By using different forms of the past tense, we can place the Internet and library searches before the in person questioning.

**EXAMPLES**

The paralegal had searched for hours, both on the Internet and the library. She had not been able to find anything until finally she asked a sales associate at the appliance store who informed her of a recall of the brand and model of stove that had exploded.

The helping verbs we just discussed serve to put the action into a different form of the past tense. It also makes the writing easier to read and sounds better.

Sometimes we need to indicate that something happened in the past but also continues to happen. We use helping verbs for this too, but we also use the “-ing” form of the verb.

First we will look at the paragraph without the use of “-ing” form of the verbs.

The paralegal found out about the recall. She had to find a copy of the recall. She also had to research the other questions the attorney asked her to research. She did all these things at the same time. She searched for the gas installation records. She asked Brad and Antoine where they had bought the stove. She asked if they still had the receipt.

By using the “progressive” form of the past tense verb, we can indicate that the paralegal had performed these actions and was continuing to do them.
The paralegal found out about the recall, but she *was looking* for a copy of it. She also *was researching* the other questions the attorney had presented, including the gas installation records. She asked Brad and Antoine where they had bought the stove and whether they still had the receipt.

These same forms of verbs exist in the present and future tenses, as demonstrated in Table U2.8. below. The following actions occur in the future tense. By using simple future tense to depict them, the narrative sounds tedious:

The paralegal will research several different evidentiary questions. Then she will research the law on the case. She will research the law for this case as well as several other cases the attorney is working on. Next month, it will be her two-year anniversary of working for the attorney.

By using the different forms of the future tense, we can place one action in the future before another action in the future:

The paralegal will have researched several different evidentiary questions before she will research the law on the case. She will be researching the law for this case as well as several other cases the attorney is working on. Next month, the paralegal will have been working for the attorney for two years.

Here we have used the various forms of verbs in the future tense to indicate that one action will occur before another action will occur.

After Table U2.8., we have provided further examples to help you understand the concept.

**EXAMPLES**

1. The paralegal researches well. She is fast at it. (simple present)
2. The attorney asked for the transcript. (simple past)
3. The paralegal will schedule the depositions. (simple future)
4. The paralegal is calling all the witnesses for their schedules. (present progressive)
5. She was calling one witness several times a day trying to contact him. (past progressive)
6. The attorney will be preparing the witnesses for their depositions. (future progressive)
7. The attorney has questioned many witnesses over the years. (present perfect)
8. She had encountered some very difficult witnesses. (past perfect)
9. By the time the lawsuit is filed, the paralegal will have worked on it for six months. (future perfect)
10. Additionally, she has been working on several other cases. (present perfect progressive)
11. She had been gathering evidence while she was researching the law. (past perfect progressive)
12. She will have finished two of the cases that started after she came to this office. (future perfect progressive)
Table U2.8: Verb Tenses

<table>
<thead>
<tr>
<th>Verb Tenses</th>
<th>Simple</th>
<th>Progressive</th>
<th>Perfect</th>
<th>Perfect Progressive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENT</strong></td>
<td>Base Word</td>
<td>Base Word Plus --ing</td>
<td>Base Word Plus --has for present perfect --had for past perfect --will have for future perfect</td>
<td>Base Word Plus present perfect and present progressive</td>
</tr>
<tr>
<td>1. Simple Present</td>
<td>Actions occurring at the moment, or occurring routinely</td>
<td>Actions currently in progress</td>
<td>Actions that began in the past and are still going on</td>
<td>Action that has been going on for a length of time</td>
</tr>
<tr>
<td><strong>EXAMPLE</strong></td>
<td>The paralegal researches daily. The paralegal organizes the calendar.</td>
<td>The paralegal is researching now. The paralegal is organizing the calendar.</td>
<td>The paralegal has researched all week. The paralegal has organized the calendar for the month.</td>
<td>The paralegal has been researching all week. The paralegal has been organizing the calendar all year.</td>
</tr>
<tr>
<td>Actions that occurred in the past.</td>
<td>Continuing action in the past—always uses a helping verb with an “-ing” verb.</td>
<td>Action completed prior to another action. Uses “had.”</td>
<td>Continuing action started in the past prior to another action in the past.</td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLE</strong></td>
<td>The paralegal researched daily. The paralegal organized the calendar.</td>
<td>The paralegal was researching for a case. The paralegal was organizing the calendar.</td>
<td>The paralegal had researched earlier, too. The paralegal had organized the calendar for the month.</td>
<td>The paralegal had been researching the case before trial. The paralegal had been organizing the calendar all year.</td>
</tr>
<tr>
<td>Actions that will happen.</td>
<td>Continuing action that will be in progress in the future.</td>
<td>Action that will be completed prior to a future time.</td>
<td>A continuing action that will be completed prior to another future action or time.</td>
<td></td>
</tr>
<tr>
<td><strong>EXAMPLE</strong></td>
<td>The paralegal will research the law. The paralegal will organize the calendar.</td>
<td>The paralegal will be researching all night. The paralegal will be organizing the calendar.</td>
<td>The paralegal will have researched every case on this issue. The paralegal will have organized the calendar for the month.</td>
<td>The paralegal will have been researching for weeks. The paralegal will have been organizing the calendar all year.</td>
</tr>
</tbody>
</table>
VERBS  41

EXERCISE

Determine which of the twelve verb tenses is being used in each sentence by writing it above the verb.

1. Brad was excited to attend a deposition.
2. After he had learned that he could not watch the other depositions, Brad was disappointed.
3. He did not want to miss seeing Antoine’s answer the questions.
4. “I still will enjoy seeing how my deposition goes,” he thought.
5. Antoine had concerns for his girlfriend Cherelle’s deposition.
6. “I will be supportive to her. And after our depositions are over, we will celebrate.”
7. Sheila, who was a nursing student, was glad the deposition did not involve medical malpractice.
8. Sheila knew that some day she could be deposed in a medical malpractice lawsuit.
9. She hoped that would never happen, but she knew nurses who had been deposed.
10. “If I am calm during this deposition,” she thought, “I will be better prepared for another one.”

EXERCISE

Use the verb tense grid. Write 12 sentences using each form of the verb tense described in each line. An example using the verb “to drive” is provided below. Write your sentences using the verb “to walk.”

<table>
<thead>
<tr>
<th>Verb Tense</th>
<th>Verb</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simple present</td>
<td>drives</td>
<td>Brad drives an old car.</td>
</tr>
<tr>
<td>2. Present Progressive</td>
<td>is driving</td>
<td>Tommy is driving his father’s car.</td>
</tr>
<tr>
<td>3. Present Perfect</td>
<td>has driven</td>
<td>Brad has driven nicer cars in the past.</td>
</tr>
<tr>
<td>4. Present Perfect Progressive</td>
<td>has been driving</td>
<td>Since he started school, however, he has been driving a less expensive car.</td>
</tr>
<tr>
<td>5. Simple Past</td>
<td>drove</td>
<td>He drove a sports car during high school.</td>
</tr>
<tr>
<td>6. Past Progressive</td>
<td>was driving</td>
<td>Cherelle was driving her mother’s car.</td>
</tr>
<tr>
<td>7. Past Perfect</td>
<td>had driven</td>
<td>Antoine had driven his father’s luxury car for a date.</td>
</tr>
<tr>
<td>8. Past Perfect Progressive</td>
<td>had been driving</td>
<td>Antoine had been driving the Mercedes at the time of the accident.</td>
</tr>
<tr>
<td>9. Simple Future</td>
<td>will drive</td>
<td>He will drive a less expensive car from now on.</td>
</tr>
<tr>
<td>10. Future Progressive</td>
<td>will be driving</td>
<td>Antoine will be driving an economy car.</td>
</tr>
<tr>
<td>11. Future Perfect</td>
<td>will have driven</td>
<td>Brad will have driven his old car for three years next week.</td>
</tr>
<tr>
<td>12. Future Perfect Progressive</td>
<td>will have been driving</td>
<td>Antoine will have been driving his economy car for a year since the accident.</td>
</tr>
</tbody>
</table>

EXERCISE

Rewrite the following sentences from the present tense to the past tense. You will use different forms of the past tense in this exercise.

1. The attorney contacts the manufacturer of the stove and the big box store and tells them that the stove is on a recall list and is on the list since a year ago.
2. She does this before she files a lawsuit because she hopes they do the right thing.
3. Unfortunately, the store denies knowing about the recall, and the manufacturer goes bankrupt.
4. The paralegal interviews Brad and Antoine and asks them about the stove.
5. Brad says they cannot find the receipt.
(continued)

6. Antoine remembers the charge is on his credit card, and the credit card company has the records.
7. The actual sales receipt is lost in the fire.
8. Suddenly Antoine remembers the receipt is at the accountant’s office because he is preparing the fraternity’s annual audit.
9. While Brad and Antoine are talking to the attorney, the paralegal reads the recall notice for the stove.
10. The paralegal realizes that the recall is from a month before the fraternity buys the stove.
11. The paralegal finds an ad the big box store runs the week before the fraternity buys the stove and three weeks after the recall notice.
12. The paralegal suspects that someone at the store is aware of the recall.

EXERCISE

Compare the two paragraphs for verb tense. Which one is correct and why?

1. The paralegal will be excited when she discovered that the recall notice is in the paper, on the Internet a week before the store puts it on sale. She knew it is hard for a large national chain to deny knowing that the stove had been recalled. As she continues to research, she also discovered that the manufacturer goes bankrupt just before the recall. That would have meant that the store could not recoup the money it paid for the stoves it has in inventory. As she compares the wholesale cost of the stoves, she has realized that the store sells them for cost.

2. The paralegal was excited to discover that the recall notice had been published in the newspaper and online a week before the store had put it on sale. She knew it would be hard for a large national chain to deny knowing that the stove had been recalled. As she continued to research, she also discovered that the manufacturer had gone bankrupt just before the recall. That would have meant that the store could not recoup the money it paid for the stoves it had in inventory. As she compared the wholesale cost of the stoves, she realized that the store had sold them for cost.

EXERCISE

Write a short paragraph, 1/3 of a page, consistently using present tense. You may use any of the following: simple present, present progressive, present perfect, and present perfect progressive.

*Common errors in verb tense*

New writers frequently shift from one verb tense to another, for example, from past to present tense and back. As a rule, the verbs should all be expressed in the same tense. If you begin writing in the present tense, keep all the verbs in the present tense. If you begin writing in the past tense, keep all the verbs in the past tense. Unless the action described in past tense truly occurred in the past, and all the other actions truly are occurring in the present, this is an error.
As the attorney tries to contact the big box store’s attorneys, she thought about the liability it is incurring. It was aware of the stove’s recall and is selling them at cost until they were all gone. The store’s position was appalling, and it is a heartless decision to place profit over safety. The store had to have known about the recall because it will be foolish to sell products at their wholesale cost. The attorney will wonder about whether other people are hurt from the stoves they bought.

You can see that the verbs shift from past to present and past tenses frequently in the paragraph above. Below is a brief Table U2.9. to help you remember what verbs are in past tense, what verbs are in present tense, and what verbs are in future tense.

Notice that when a verb takes an “ed” ending, it is almost always in the past tense.

On the other hand, when a verb ends in an “s,” it is almost always in the present tense. If the base verb has a helping verb that is in the present tense, such as “has,” the base verb might end in the form of a past tense verb.

A helping verb that places the action in the future makes a verb future tense, regardless of the actual form of the base verb.

### Table U2.9: Past, Present, Future Verb Tense Shifts

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb + (ed)</td>
<td>Verb + (s)</td>
<td>Helping verb + verb</td>
</tr>
<tr>
<td>state + ed = stated</td>
<td>state + s = states</td>
<td>will state</td>
</tr>
<tr>
<td>had stated</td>
<td>has stated</td>
<td>will have stated</td>
</tr>
<tr>
<td>was</td>
<td>have</td>
<td>will have</td>
</tr>
<tr>
<td>were</td>
<td>is, are</td>
<td>will be</td>
</tr>
<tr>
<td>did</td>
<td>does</td>
<td>will do</td>
</tr>
</tbody>
</table>

### EXERCISE

Correct the paragraph above Table U2.9, staying consistently in either present or in past tense.

### Conditional Tense Verbs

In discussing the conditional tense, an example will help your understanding of the definition. Because it is not explained often, it can be slightly difficult to understand.
UNIT 2

EXAMPLES
Notice the difference in the two example sentences that follow:

1. If the manufacturer were still in business, the store would have returned the stoves.
2. If the manufacturer is still in business, the store will return the stoves.

The first sentence is written in the conditional tense. It describes a situation that is not certain to happen. The verbs might, would, could, and should all connote uncertainty. Therefore, these verbs are conditional verbs. They indicate that without the first event occurring, the second event can never happen.

The second sentence is written in the present and future tenses. It is written with certainty; if the first event occurs, the second event is certain to happen.

It is important to note that when using the conditional tense, the verb describing the first event is written in the past tense. This is known as the subjunctive mood, but since the subjunctive is rarely recognized or used, we will not discuss it. The subjunctive expresses an action or state that is not certain. Suffice it to know it exists.

Conversely, when the second event is described by a future tense verb, the first event must always be in the present tense.

To demonstrate the concept again, the following examples are in the conditional and future tenses.

3. If the big box store’s attorneys were smart, they would settle the case out of court.

Here we have the conditional tense for the second event- “would settle.” Therefore, we have the past tense in the first event – “were.”

4. If the big box store’s attorneys are smart, they will settle the case out of court.

Here we have the second event in the future tense- “will settle” and the first event in present tense – “are.”

The order of the two clauses can be reversed, but the past tense verb follows the “if,” and the conditional verb describes the consequences of the “if.” Again, it is very important to be sure that the first verb in a conditional sentence is in past tense, and the second verb is in conditional tense. Therefore, the following sentence is still conditional. The clauses are just reversed.

5. The case would settle out of court if the big box store’s attorneys were smart.

This sentence says the same thing as “If the big box store’s attorneys were smart, they would settle the case out of court.”

EXERCISE
Read the following sentences and circle the verb that is in the conditional tense.

1. If the manufacturer were still in business, the big box store could have returned the defective stoves.
2. Perhaps if the manufacturer had not gone out of business, the big box store would not have sold the stoves.
3. If the big box store got notice of the recall, it should have taken the stoves out of inventory.
(continued)

4. If the case went to a jury, the publicity would damage the store’s reputation.
5. The jury would find the fraternity brothers to be appealing plaintiffs if they had to testify.
6. If they received enough money in the lawsuit, the fraternity could rebuild its house.
7. If the paralegal’s research found evidence that the store knew about the recall, it could make the case even stronger.
8. Even if the paralegal had not found evidence of the store’s knowledge, the size of the store and the extent of the published notice should have been enough to convince the jury.
9. The attorney would be assured of her fee if the clients signed a contingency contract.
10. If the store refused to settle, there would be a lot of depositions to be taken.

EXERCISE

Read the following definition and fill in the blanks.

The future tense connotes certainty, while the conditional tense connotes _______. When a sentence is in the conditional tense, the verb in the clause indicating the preceding event is in the ______ tense. Conversely, if the verb in the first event that occurs is in the present tense, the verb in the second clause must be in the ______ tense.

EXERCISE

Read the sentence and change it to a conditional verb tense and a subjunctive mood.

1. If the big box store’s manager is deposed, he will tell the truth.
2. If the case goes to trial, the reporters will sensationalize it.
3. If the attorney has to try the case, the paralegal can have the chance to assist at trial.
4. The store will have a very skilled attorney if they choose to go to trial.
5. Even if the store decides to try to settle the case, it must have expert counsel.
6. The paralegal is still gaining good experience even if the store decides to settle the case.
7. The paralegal can learn a lot if the store decides to take the case to trial.
8. If the trial goes to a jury verdict, the paralegal will get to see a case from beginning to end.
9. In a way, the paralegal will be disappointed if the case does not go to trial.
10. The paralegal realizes that the clients’ needs come first even if she will not see a trial.

Irregular Verbs

An irregular verb is one that does not follow the standard method of forming past, present, and future tenses. These verbs are holdovers from the roots of the English language, which was formed from a variety of other languages: Anglo Saxon, Latin, French, Celtic, and other influences provided by invaders of the British Isles. Table U2.10 provides examples of some of the most common irregular verbs in various forms. Following the Table U2.10 is a list of sentences demonstrating these verbs being used in sentences.
Table U2.10 contains some, but far from all, the irregular verbs in English. Notice how their forms in the past, present, and future differ significantly from those of many verbs in English.

**Table U2.10: Irregular Verbs**

<table>
<thead>
<tr>
<th>Base/Simple Present</th>
<th>Simple Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arise</td>
<td>Arose</td>
<td>Arisen</td>
</tr>
<tr>
<td>Be</td>
<td>Was/were</td>
<td>Been</td>
</tr>
<tr>
<td>Begin</td>
<td>Began</td>
<td>Begun</td>
</tr>
<tr>
<td>Bind</td>
<td>Bound</td>
<td>Bound</td>
</tr>
<tr>
<td>Bite</td>
<td>Bit</td>
<td>Bitten/bit</td>
</tr>
<tr>
<td>Bleed</td>
<td>Bled</td>
<td>Bled</td>
</tr>
<tr>
<td>Blow</td>
<td>Blew</td>
<td>Blown</td>
</tr>
<tr>
<td>Break</td>
<td>Broke</td>
<td>Broken</td>
</tr>
<tr>
<td>Bring</td>
<td>Brought</td>
<td>Brought</td>
</tr>
<tr>
<td>Buy</td>
<td>Bought</td>
<td>Bought</td>
</tr>
<tr>
<td>Choose</td>
<td>Chose</td>
<td>Chosen</td>
</tr>
<tr>
<td>Come</td>
<td>Came</td>
<td>Come</td>
</tr>
<tr>
<td>Dive</td>
<td>Dove</td>
<td>Dived</td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
<td>Done</td>
</tr>
<tr>
<td>Draw</td>
<td>Drew</td>
<td>Drawn</td>
</tr>
<tr>
<td>Drink</td>
<td>Drank</td>
<td>Drunk</td>
</tr>
<tr>
<td>Drive</td>
<td>Drove</td>
<td>Driven</td>
</tr>
<tr>
<td>Fall</td>
<td>Fell</td>
<td>Fallen</td>
</tr>
<tr>
<td>Eat</td>
<td>Ate</td>
<td>Eaten</td>
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<tr>
<td>Feel</td>
<td>Felt</td>
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<td>Flew</td>
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<td>Got</td>
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<td>Give</td>
<td>Gave</td>
<td>Given</td>
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<td>Go</td>
<td>Went</td>
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<td>Hid</td>
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</tr>
<tr>
<td>Keep</td>
<td>Kept</td>
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<tr>
<td>Know</td>
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<tr>
<td>Lay</td>
<td>Laid</td>
<td>Laid</td>
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<tr>
<td>Lose</td>
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<tr>
<td>Mistake</td>
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<td>Mistaken</td>
</tr>
<tr>
<td>Ring</td>
<td>Rang</td>
<td>Rung</td>
</tr>
</tbody>
</table>
The following sentences are written in simple present, simple past, and simple past perfect.

1. A new question arises every time the paralegal thinks about the case.
2. The most important question arose after the attorney and paralegal discussed the case.
3. Before that conversation, the paralegal thought all her questions already had arisen.
4. Clients occasionally mistake the paralegal for the attorney because they are close to the same age and both have black hair.
5. Clients occasionally mistook the paralegal for the attorney because they were close to the same age and both had black hair.
6. The clients had mistaken the paralegal for the attorney because they were close to the same age and both had black hair.
7. The attorney always wears a good suit for court appearances.
8. The attorney wore a good suit for court appearances.
9. The attorney had worn a good suit for the court appearance.
10. The attorney takes the deposition of the defendant.
11. The attorney took the deposition of the defendant.
12. The attorney had taken the deposition of the defendant.
A transitive verb is one that has a direct object, that is, someone or something that is affected by the action. An intransitive verb, in contrast, is one that never has a direct object. One way to remember which verb type is which is to know that the prefix “in” can mean “not” in Latin. Thus an intransitive verb does not take a direct object.

**EXAMPLES**

1. The paralegal carried the deposition transcripts to her desk.
2. She summarized the testimony contained on each page.

In each of these sentences, the verbs have a direct object. In the first sentence, the action, the verb “carried,” is an action performed on the transcripts. In the second sentence, the verb “summarized” is performed on the testimony.

**BUT,** remember that the same word can mean different things in English, so a verb that means one thing may be transitive in one use, and intransitive in another. So:

3. The Judge ran for reelection.
4. The fraternity house fell down after the fire.

In this use, the verb “ran” cannot take a direct object. Nor can the verb “fall.” When used differently, however, these two verbs can take a direct object:

5. The Judge ran a strict Courtroom.
6. The inept attorney fell victim to the Judge's intolerance of poor representation of clients.

Here, the Judge ran the Courtroom, and the attorney fell, that is, became a victim of the Judge's strictness.
3. The family complained about the sentence.
4. The Judge scolded them for their outburst during the session.
5. The Judge talked to the family concerning their inappropriate behavior.

**EXERCISE**

Circle the intransitive verbs in the sentences. Some sentences might not have an intransitive verb.

1. The defendant’s mother became so distraught that she had to lie down on the bench.
2. She laid her head on her coat and cried about the prison sentence.
3. Her sister fanned her while the gallery listened to her cries.
4. As she lay on the bench, the Judge admonished her to get control over herself.
5. The Judge ordered the mother to stand up, but the mother waited until the Judge threatened her with contempt of court before she stood.

**Verbals**

Verbals are a verb or verb phrase that takes the place of or acts as another part of speech. They serve as nouns, adjectives, or adverbs. There are three types of verbals: gerunds, participles, and infinitives.

**Gerunds**

A gerund is an -ing verb that acts as a noun.

**EXAMPLES**

A gerund acting as a noun:

1. Winning the case was the only goal for the unethical attorney.
2. Being moral was not important to him.

In both these sentences, the subject of the sentence is a word that is a verb. But that word is acting as a noun. A gerund can serve as a noun any place in a sentence that a noun would fit.
So you could say, “The lawyer preferred a phone call to a text.” Here “phone call” and “text” are nouns. If we replace these nouns with verbals, the sentence reads, “The lawyer preferred phoning to texting.” In this sentence, the gerunds “phoning” and “texting” are acting like nouns.

The way to identify a gerund is to examine its role in the sentence. If it is acting as in a role that should be a noun, you know you have a gerund.

**Participles**
A participle is a verb that acts like an adjective. A participle can have an –ing ending or an –ed ending. Be careful not to confuse an –ing participle with a gerund. Again, you have to look at the role the participle is playing in the sentence. To be a participle, the –ing verbal must be acting as an adjective.

**Examples**
A participle acting as an adjective:
1. The crying woman was the defendant’s mother.
2. The running man was the defendant escaping while his mother distracted the Court.

The participle in the first example, “crying” is acting as an adjective modifying “woman.”

The participle in the second example, “running” is acting as an adjective modifying the “man.”

But, as we said, participles can also be verbs ending in a past tense form, usually –ed, that also act as adjectives.

**Examples**
1. The frustrated Judge ordered the bailiff to catch the defendant.
2. The defeated defendant was led back into the courtroom.

The participle in the first sentence is “frustrated,” and it modifies the Judge. The participle in the second sentence is “defeated,” and it modifies the defendant.

**Infinitives**
The last form of a verbal, the infinitive, is the most versatile: it can act as three different parts of speech. The infinitive can act as a noun (most often), an adjective, or an adverb. Fortunately, infinitives are easy to recognize because they consist of a verb with the word “to” in front of it.
EXAMPLES
An infinitive acting as a noun:
   1. To win was the attorney’s only goal.
   2. To defeat the other side was the only thing he wanted.

In both these sentences, the subject is an infinitive: “To win” and “To defeat.” Thus, the infinitive is acting as a noun. Infinitives can also act as adjectives.

EXAMPLES
An infinitive acting as an adjective:
   1. Christine Walker, Esq. was the first attorney to break his winning streak.
   2. Her challenge was finding a way to keep her excitement in check.

Here, “to break” is acting as an adjective describing Christine Walker. “To keep” is acting as an adjective modifying the noun “way.”

EXAMPLES
An infinitive acting as an adverb:
   1. She wanted to behave professionally, although she was happy.
   2. She was pleased to defeat the unethical attorney.

Here, “to behave” acts as an adverb describing what she wanted. “To defeat” acts as an adverb describing why she was pleased.
   Keep in mind that in English, often the “to” part of the infinitive is implied, rather than spoken. Nonetheless, it is still an infinitive.

EXAMPLES
   1. The attorney helped the paralegal pack up the exhibits after trial.
   2. The bailiff helped them leave by holding the door for them.

In each of these examples the word “to” is implied in the participle. In the first example, the word “pack” has an implied “to” before it: “The attorney helped the
paralegal to pack up the exhibits after trial;” “The bailiff helped them to leave by holding the door for them.”

You have omitted the word “to” from participles in your speech routinely. If you have asked someone, “Would you help me clean the house?” you have actually asked them, “Would you help me to clean the house?” Other examples would be, “Would you help me carry my luggage upstairs?” and, “She helped me sew my skirt.” In each of these examples the word “to” is implied.

**Verb Review**

**EXERCISE**

The following sentences use the verbs we have covered in this unit. Analyze the verbs, decide whether they are action verbs, linking verbs, helping verbs, and in the past, present, or future tense. Write your answer in the blank.

Note: You may have more than one answer.

1. The paralegal filed the evidence in the storage cabinet after they returned to the office after trial. ____________

2. After she puts the evidence in order, the paralegal will check the office’s voice messages. ____________

3. She will collect and review the mail before she goes home. ____________

4. She knew she had to make sure all was in order before she could stop working. ____________

5. This will not be the first time she will have had to stay late to finish her work. ____________

6. She felt tired, because she would have to work for another hour before she could go home. ____________

7. The losing attorney was appalled when he realized he would have to appeal the verdict. ____________

8. “I do not have experience appealing cases,” he thought indignantly. ____________

9. “I think my case was stronger, and my client certainly has enough money!” he thought. ____________

10. “I will defeat that attorney Walker in the Appellate Court,” he vowed. ____________

**SUMMARY**

- Verbs in the English language are challenging for several reasons: irregular verbs do not conjugate the way most verbs do; the same verb can serve a different purpose in a sentence depending on how it is used; and verb tenses can be confusing. Even native English speakers are prone to making errors with verbs.

- Irregular verbs present a particular problem, because many people learn to speak using the wrong form of irregular verbs. Correcting this in writing is especially challenging. These verbs are even more challenging to writers for whom English is a second language.

- The best way to ensure that verbs are used correctly is being able to identify whether the verb is an action verb or a linking verb, which tense the verb is in, and what role it is playing in the sentence.

- It is important to determine what role a verb is playing in a sentence, since the same word can be a linking verb or a helping verb, depending on how it is used.

- Verb tenses are an effective way to vary writing and place events in time. Using the perfect and the progressive verb forms provides the reader with information concerning the order in which events occurred.
• Transitive verbs can have a direct object, that is, someone or something that is affected by the action. Intransitive verbs never have a direct object.

• Verbals are verbs that are acting as a different part of speech; a verbal can play the role of a noun, adjective, or adverb. The verbals are gerunds, participles, and infinites.

• A gerund is an –ing verb that acts as a noun.

• A participle is a verb that acts like an adjective. A participle can have an –ing ending or an –ed ending.

• An infinitive always begins with the word “to” and can act as a noun, adjective, or adverb.

ASSIGNMENTS

1. Identify the role of each word in the following sentences and place the abbreviation that describes it ABOVE the word.

   The word choices include:
   N= Noun
   PRO= Pronoun
   ADJ= Adjective
   ADV= Adverb
   V= V (this includes irregular and action verbs in all tenses)
   LV= Linking Verb
   HV= Helping Verb
   CV= Conditional Verb
   IV= Intransitive Verb

   While Christine Walker and the paralegal were celebrating their victory, the unethical attorney was placing an order for the trial transcript. He planned to study the transcript in detail to find any testimony that he could use against the winner in the Appellate Court. Although Ms. Walker had won a number of trials, the paralegal had started working with her after those trials. Because the paralegal was new, this was her first experience with winning a trial. Even though she was new, she was responsible enough to make sure the office was in order before she would go out to celebrate.

   The paralegal and Ms. Walker discussed the trial, including the jurors. They both had been very surprised that one of the jurors found in their client’s favor. That juror, an older man, had seemed hostile to their clients. Before the trial, he had strongly stated that he “did not like the client’s looks.” Nonetheless, the crotchety juror had managed to set aside his long-held biases and made his decision based solely on the evidence.

II. In the following paragraph each underlined word matches a choice from the following list. Fill in the correct number that corresponds with the underlined word.

1. Noun
2. Pronoun
3. Adjective
4. Adverb
5. Linking Verb
6. Helping Verb

   example

   The day after she had won a big trial that she had worked on for several years, she was very tired. Nonetheless, the attorney and the paralegal immediately were focused on their other cases, though, including the one involving the defective stove at the fraternity house.

   The paralegal was getting frustrated because she was not finding any evidence that the big box store had actual notice of the stove’s recall. She knew it had to have received the recall, however, because she remembered seeing it on the news. She had seen it on the Internet when she was casually scrolling through the news items. Because she had just bought a new stove herself, she quickly had looked at her stove to see what brand it was.
She had included a request for all the emails the big box store had received in the three months before it had put the stoves on sale, but the store's attorneys had objected, saying that the request was overly burdensome. She then had narrowed the request to emails from any of their suppliers, and the store had complied.

Now she was carefully looking at each email, although eventually her eyes started to burn. She knew she had to be extremely careful not to miss the important email. If she could find it, she would be able to help the attorney’s case.

III. Identify the tense of each verb in the paragraph. Place the correct number underneath the verb. Be careful not to include verbals that might look as though they are verbs.

1. Simple Past
2. Past Progressive
3. Past Perfect
4. Past Perfect Progressive
5. Conditional

EXAMPLE

After the trial had ended, the paralegal straightened up the exhibits.

The paralegal had been getting frustrated because she was not finding any evidence that the big box store had actual notice of the stove’s recall. She knew it had to have received the recall, however, because she remembered seeing it on the news. She had seen it on the Internet when she was casually scrolling through the news items. Because she had just bought a new stove herself, she quickly had looked at her stove to see what brand it was.

She had included a request for all the emails the big box store had received in the three months before it had put the stoves on sale, but the store’s attorneys had objected, saying that the request was overly burdensome. She then had narrowed the request to emails from any of their suppliers, and the store had complied.

Now she was carefully looking at each email, although eventually her eyes started to burn. She knew she had to be extremely careful not to miss the important email. If she could find it, she would be able to help the attorney’s case.

IV. Applying the fact pattern in assignments B and C, write a paragraph answering the question, “What would you do in this situation?” Remember that being ethical is an essential quality for persons working in the law. Your paragraph should be at least 10 sentences long. After you have written the paragraph, identify each noun (N), pronoun (Pro), adjective (Adj), verb (V), and adverbs (ADV), with the appropriate abbreviations.